

AGENDA



Monday, April 2, 2012

10:00 a.m. – 11:00 a.m. Opening Session

VI - X

WELCOME

Robert L. King, President, Council on Postsecondary Education

STRONGER BY DEGREES: THE ROLE OF STUDENT SUCCESS INITIATIVES

Aaron Thompson, Senior Vice President for Academic Affairs, Council on Postsecondary Education

11:00 a.m. – 12:30 p.m. Plenary Session

VI - X

WHAT MATTERS TO STUDENT SUCCESS

George Kuh, Adjunct Professor at the University of Illinois and Chancellor's Professor of Higher Education Emeritus at Indiana University Bloomington

Creating the conditions that foster success in postsecondary education is more important than ever. Much progress has been made during the past two decades in using active, collaborative, and problem-based learning, learning communities, theme-based residences, service learning, intrusive advising, internships, and other educationally purposeful programs and practices to enrich student learning and promote educational attainment. Despite all this activity, too often these and other effective educational practices are underutilized. This session will review what matters to student success, examine some key indicators of quality such as student engagement, and illustrate the kinds of policies and high-impact practices that channel student and institutional effort toward educationally purposeful activities and often boost the performance of historically underrepresented students and the less well-prepared.

12:30 p.m. – 1:45 p.m. Lunch

Kentucky Salon E

ROUNDTABLE DISCUSSIONS: HOW TO IMPACT STUDENT SUCCESS

1:45 p.m. – 3:15 p.m. Concurrent Workshops

SEVEN UNIVERSAL PRINCIPLES OF STUDENT SUCCESS

Joe Cuseo, Professor Emeritus, Psychology; Educational Consultant, AVID

Bluegrass 1-2

This presentation is designed to stimulate enthusiasm for the development of a comprehensive and coordinated student-success program characterized by campus-wide investment and ownership, cross-divisional collaboration, and a spirit of collective energy/synergy. Core principles and systemic processes that



are most likely to promote positive outcomes for all students, and particularly for first generation college students, will be highlighted. Thematic principles of student learning and motivation will be identified and illustrated with high-impact practices for promoting student success in college and beyond, including curricular and co-curricular learning experiences, provision of effective academic and psychosocial support, and assessment practices that promote student learning and program improvement.

DIGGING DEEPER INTO HIGH-IMPACT EDUCATIONAL PRACTICES

VI

George Kuh, Adjunct Professor at the University of Illinois and Chancellor's Professor of Higher Education Emeritus at Indiana University Bloomington

This session will look more closely at several high-impact practices such as intensive writing, service learning, learning communities, student-faculty research, and culminating experiences. There will also be a discussion on how and why these and other potentially high-impact practices have such unusually powerful effects. Participants will be invited to describe the kinds of student experiences available on their campus that have the characteristics of high-impact practices and how these features can be adopted for use to enrich learning outcomes in classrooms, labs, studios, and other settings.

CLOSING THE ACHIEVEMENT GAP: EQUITY AS THE PRACTICE OF LOVE AND LIBERATION

Kentucky Salon A-D

Tom deWit, Co-director of Acceleration in Context

This interactive session will engage participants in the philosophy, curriculum, and pedagogy from the Umoja Community, a network of African American student success programs across the state of California. The session will illustrate intentional strategies from the perspective of instructors and students such as: Live Learning, Dual Commitment, Acceleration in Context, Content that Matters, and Brothers/Sisters Keepers. There will be an emphasis on making an argument for an affective pedagogy because leveraging the affective domain leads directly to cognitive engagement and accelerates learning, especially in developmental education classrooms. The presenter will share materials including educational strategies; full-length DVDs featuring student voices; and Umoja programs, curriculum, lessons, and data.

3:15 p.m. – 3:30 p.m. Break

3:30 p.m. – 5:00 p.m. Repeat of Concurrent Workshops

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5:00 p.m.

Dinner

Kentucky Salon E

PROMOTING STUDENT SUCCESS: THE EXPERIENCE OF
FLORIDA STATE UNIVERSITY

*Larry Abele, Director, Institute for Academic Leadership
and Provost Emeritus, Florida State University*

Retention and graduation rates can be increased with focused commitment, data driven actions, and attention to details. Dr. Abele will describe his efforts to increase student success at Florida State University. There is no single action for success, and progress requires many actions sustained over a long period of time. This session will explore both low-cost actions, such as offering students an “academic map” for each degree program, and higher-cost actions, such as reengineering courses with high enrollment but low success.

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Tuesday, April 3, 2012

7:30 a.m. – 8:30 a.m.	Buffet Breakfast	Pre-Function Area
8:30 a.m. – 10:00 a.m.	Plenary Session STUDENT ATTRITION: ROOT CAUSES AND SYSTEMIC SOLUTIONS <i>Joe Cuseo, Professor Emeritus, Psychology; Educational Consultant, AVID</i> Research reveals that the causes of student attrition stem from common roots, which can be academic, motivational, psychosocial, financial, or organizational. This session is designed to synthesize research on student retention and learning, identify the core causes of student attrition, and supply a systematic series of strategies for promoting student persistence and graduation.	Kentucky Salon E
10:00 a.m. – 10:15 a.m.	Break	
10:15 a.m. – 11:45 a.m.	Plenary Session KENTUCKY DELIVERY NETWORK: REACHING YOUR STUDENT SUCCESS TARGETS <i>Facilitator:</i> <i>John Hayek, Council on Postsecondary Education</i> <i>Panelists:</i> <i>Karla Hughes, Morehead State University</i> <i>Edward (E.J.) Keeley, Eastern Kentucky University</i> <i>Rebecca Martin, U.S. Education Delivery Institute</i> This session will focus on a proven methodology for creating and implementing a plan to increase student success on your campus. The session will outline the basics of “delivery” and provide examples of successful campus efforts to increase persistence and graduation rates.	Kentucky Salon E
11:45 a.m. – 12:00 p.m.	Closing Session <i>Aaron Thompson, Senior Vice President for Academic Affairs, Council on Postsecondary Education</i>	Kentucky Salon E



Speaker Bios



Mr. Robert L. King became the third president of the Kentucky Council on Postsecondary Education January 16, 2009. He previously served as president and CEO of the Arizona Community Foundation, a statewide charitable foundation with a strong focus on education, economic development, and scientific research. Mr. King is the former chancellor of the State University of New York, one of the largest comprehensive systems of universities, colleges, and community colleges in the world.

Mr. King is very active in community service and has volunteered and served on numerous boards and organizations. He has served for nine years on the White House Commission on Presidential Scholars; the Education Committee of the U.S.

National Commission for the United Nations Educational, Scientific, and Cultural Organization (UNESCO); as advisor to the Middle State Commission on Higher Education regarding reauthorization of the Higher Education Act in Congress; the board of directors of the National Soccer Hall of Fame; and the boards of trustees of A.T. Still University, a specialized university dedicated to training professionals for the health care professions, in Kirksville, Missouri, and Mesa, Arizona, and Prescott College located in Prescott, Arizona.

Mr. King received a B.A. in 1968 from Trinity College in Hartford, Connecticut, and a Juris Doctor in 1971 from the Vanderbilt University School of Law. He is married to Karen, his wife of 35 years, and they have four grown children.



Dr. Aaron Thompson came to the Council on Postsecondary Education from Eastern Kentucky University in 2009 to serve as interim vice president for academic affairs before being named CPE's senior vice president for academic affairs. Dr. Thompson holds a doctorate in sociology in areas of organizational behavior/race and gender relations. At ECU he was a professor of sociology and previously served as the executive director of the Student Success Institute, associate vice president of academic affairs and university programs, and associate vice president of enrollment management.

Dr. Thompson has researched, taught, or consulted in areas of educational attainment, assessment, diversity, leadership, ethics, research methodology and social statistics, multicultural families, race and ethnic relations, first-year students, retention, and organizational design. He is nationally recognized in the areas of educational attainment and academic success, African American fatherhood, divorce in the black family, and black and white differences in marital expectations.

Dr. Thompson's research includes building culturally relevant models for student success, transition to college from high school, and persistence to graduation.

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Dr. George Kuh is adjunct professor at the University of Illinois and chancellor's professor of higher education emeritus at Indiana University Bloomington. Dr. Kuh founded the National Survey of Student Engagement (NSSE) and related instruments for law students, beginning college students, and faculty. He directs two major projects, the National Institute for Learning Outcomes Assessment (with Stan Ikenberry at the University of Illinois) and the Strategic National Arts Alumni Project (SNAAP), the first-ever in-depth look at the factors that help or hinder the careers of graduates of arts-intensive training high schools and postsecondary institutions.

At Indiana University, he served as chairperson of the Department of Educational Leadership and Policy Studies (1982-84), associate dean for Academic Affairs in the School of Education (1985-88), and associate dean of the Faculties for the Bloomington campus (1997-2000).

Dr. Kuh received the B.A. from Luther College, M.S. from St. Cloud State University, and Ph.D. from the University of Iowa.



Dr. Joe Cuseo holds a doctoral degree in Educational Psychology and Assessment from the University of Iowa. He is professor emeritus of Psychology at Marymount College (California) where for more than 25 years he directed the first-year seminar—a college success course required of all new students, and where he was a 14-time recipient of the “faculty member of the year award”—a student-driven award based on effective teaching and academic advising. He is also a recent recipient of the “Outstanding First-Year Student Advocate” Award from the National Resource Center for The First-Year Experience and Students in Transition, and the “Diamond Honoree Award” from the American College Personnel Association (ACPA) for contributions made to student development and the Student Affairs profession.

Dr. Cuseo has delivered numerous campus workshops and conference presentations across the United States, as well as Canada, Europe, China, and Australia. He has authored articles, monographs, and books on effective teaching, advising, student retention and student success, the most recent of which are: *Thriving in College and Beyond: Research-Based Strategies for Academic Success & Personal Development* and *Humanity, Diversity, & The Liberal Arts: The Foundation of a College Education*.

Currently, Dr. Cuseo serves as an educational advisor and consultant for AVID—a non-profit organization whose mission is to promote the college readiness and success of underserved student populations.

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Mr. Tom deWit is the co-director of Acceleration in Context, an initiative focused on providing professional development and institutional navigation support aimed at redesigning curriculum and sharing models for accelerating student progress through developmental education pathways. He has been teaching developmental and college-level English at Chabot College for 20 years and is the lead instructor for Chabot's Daraja program, an accelerated learning community for African-American students.

Mr. deWit also co-chairs the Umoja Community: African American Student Success Initiative, a California statewide network providing professional development aimed at improving student success through sharing proven program models, culturally relevant curriculum approaches and integrated student service and instruction strategies.

Mr. deWit was recently also co-director of the Faculty Inquiry Network, a statewide organization promoting Inquiry as an approach to sustainable professional development. He holds an MA in English from the University of Virginia.

Dr. Lawrence (Larry) Abele has been involved in national and international academic issues for more than a quarter of a century. During this time he has provided leadership and insight into such important issues as accountability, student learning, improving retention and graduation, student satisfaction, faculty evaluation, and training for academic administration. Retention and graduation have been a major focus of his efforts for the past ten years.

His experience includes service as a department chair (nine years, biological science), dean of arts and sciences (three years), and provost (16 years). He has directed and continues to direct the Institute for Academic Leadership since 1994 providing training for department chairs from throughout the State University System of Florida.



Dr. Abele was elected a Fellow of the American Association for the Advancement of Science in 1986 and in 2009 he received the Pacesetter Award, honoring those who have made a significant contribution to student advising.



KY Delivery Network Panelists

Dr. John Hayek serves as the senior vice president for budget, policy, and planning with the Kentucky Council on Postsecondary Education. He directs the \$2.4 billion biennial budget recommendation for postsecondary and adult education to the Governor and General Assembly, and coordinates statewide planning efforts that align Kentucky's postsecondary and adult education system with the workforce and economic needs of the Commonwealth. Dr. Hayek also directs a statewide educational policy agenda and an integrated accountability system for tracking statewide and institutional performance in advancing short-term and long-term strategic goals.

Previously, he served as the senior associate director of Indiana University's Center for Postsecondary Research where he managed the day-to-day operations of a \$3.5 million national initiative focused on promoting college student success. He has written on topics related to educational attainment, strategic planning, institutional effectiveness, college choice, and collegiate quality and has given numerous presentations at national education conferences.

Dr. Hayek has a B.A. in economics from the University of Chicago, an M.S. in sport management from St. Thomas University, and a Ph.D. in higher education from Indiana University.



Dr. Karla V. Hughes has been provost and vice president of academic affairs at Morehead State University in Kentucky since 2007. She designed and completed a university-wide review of all academic programs and coordinated the development of an early college program for 22 high schools. She serves as chair of the Commonwealth of Kentucky Council of Chief Academic Officers and was selected as an American Council on Education Fellow in 2005.

Prior to her current position, she was dean of the College of Human Ecology at East Carolina University. Dr. Hughes holds a bachelor's degree in food and nutrition at Kansas State University and a Ph.D. from the University of Tennessee-Knoxville.



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Dr. Edward J. (E. J.) Keeley currently serves as executive director of institutional effectiveness and research at Eastern Kentucky University. Dr. Keeley has more than 25 years of experience in institutional research and institutional effectiveness in public, private, and for-profit universities and system offices.

Dr. Keeley has more than 40 journal articles, book chapters, and presentations focused on enhancing student success, assessment of student learning, strategic planning, and predictive validity of test scores and noncognitive factors in the *Journal of Psychology*, *Journal of Genetic Psychology*, and *Journal of Faculty Development*, among others.

Dr. Keeley holds a Ph.D. in management and MBA and baccalaureate degrees in marketing.



Dr. Rebecca Martin oversees the U.S. Education Delivery Institute's higher education team as deputy director. Before joining the U.S. Education Delivery Institute, she served as senior vice president for Academic Affairs for the University of Wisconsin System from 2007 to 2011. Under her leadership, the system aggressively focused on improving the retention and graduation rates of underserved students.

Prior to her time at the system office, Dr. Martin served for five years as provost and vice chancellor at University of Wisconsin – Parkside. Before that, she served at the University of Vermont, where she held several positions including senior vice provost, interim provost, and acting president.

Dr. Martin earned her doctorate in Public Administration from the University of Southern California, her master's degree in Librarianship from San Jose State University, and her bachelor's degree in educational psychology and history from the University of California-Santa Cruz.

